

*Sturrock*  
(Copy)

REPORT ON A COURSE IN PHYSICAL EDUCATION  
FOR  
THE MARGARET EATON SCHOOL OF LITERATURE AND EXPRESSION

To Mrs. Emma Scott Nasmith F.C.M., Principal,

In this report I take into consideration only the Three Years' Course on pages 11, 12, 13, of the calendar and the Manuscript Time Tables and Course in Physical Education.

The first of these courses extending over three years covers three departments - Literature, English and French, Expression including Dramatic Art, and Physical Education. Graduates in this course have found successful employment in the work of Physical Education, as well as in Literature, Expression, and Dramatic Art. It is now proposed to extend the work in Physical Education making a normal course of two years. A draft and time table of that course has been given me covering the proposed work in Physical Education and asking for suggestions or report as to the work in Literature and Expression which should form part of the course. The basis of such report is supposed to be the first two years in those departments of the Three Years Course in the calendar pp. 11, 12, 13.

Examining the working time-table of this course for the first two years, I note the following facts:

1. The work in this course in the first year covers fourteen hours work in Literature and Expression and seven hours in Physical Education.
2. In the second year it covers twelve hours a week in Literature and Expression and eight hours in Physical Education.
3. The work in Physical Education is of two kinds: Theory and Practice. The Theory is scientific study, lectures on text-books, and occupies three hours a week in the first year and two hours a week in the second year.

The practical work is physical exercise and occupies four and a half hours in the first year, and five and a half in the second.

The students of the present three years' course thus have seventeen hours of mental work interspersed with four and a half physical work in the work of five days - an average of four hours a day. In the second year, their work occupies nineteen and a half hours a week, slightly under four hours a day. Two very practical questions arise from these facts:

1. Does the present three years' course give the student a reasonable amount of work?
2. If so, can we prudently make the proposed new course heavier?

For University students or even advanced High School students four and a half hours of brain work in class or lecture-room with the necessary reading of text-books or writing-up of notes would be excessive work. Three hours would be average, three and a half heavy. Only the most exceptional would do justice to four. The present programme requires twenty and a half hours in the first year in the week of five days, average over four hours daily. In the second year the total for the five days is nineteen and a half hours, just under the four hours a day. The relieving feature is that part of this work in the Department of Physical Education is of the nature of exercise and so retains relieves the brain strain. In the first year four and a half hours out of twenty and a half are given to Dancing, Physical Training, and Games, leaving sixteen for such studies as French three hours, English Composition one hour, English Literature four hours, Studio Recital, Dramatic Rehearsal and Reading four hours, Anatomy and Physiology two hours, First Aid one hour, and Swedish Theory one hour.

In the second year, Fencing, Dancing, Physical Training and Games, occupy five and a half hours, the lectures and study work fourteen. The present course may thus be regarded as a well balanced combination of class and study work with the exercise required in Physical Education. The new course in Physical Education requires ten hours a week lecture and class subjects in the



first year in Physical Education with twenty hours a week practical work. It is evident that this practical work averaging four hours a day can no longer be regarded as diversion or relief from the lecture periods. It averages four hours a day of strenuous work and with two hours a day of class work in the same department or six hours a day in all fill in every period from nine a.m. to four p.m. except the lunch hour. There is absolutely no room left for either Literature or Expression, and I doubt whether the average student would be able to do any work beyond those six hours with any efficiency or satisfaction.

Exactly the same conditions are prescribed for the second year - twenty hours advanced practical work and ten hours in heavy subjects of lecture and study - again an average of six hours a day - two class work or lectures, and four practical work of strenuous physical exertion.

It is evident to me that if Literature and Expression are to form any part of this course some reduction must be made in the work required in the department of Physical Education. I should regard this as desirable in any case for young women. Four hours a day of Gymnasium work is too much for the average woman. It is indoor work and heavy work and would be altogether too exhausting. Consult an experienced physician on that point. On the other hand it is desirable that every graduate of the School should have some mental training beyond that of the High School. The scientific subjects of the course will afford this in part but they should be varied and ~~be ordered~~<sup>be ordered</sup> by admixture of literary and artistic culture. I would therefore submit to your faculty the following suggestion:

Reduce the practical work in Physical Education by six or four hours a week and the theoretical by two or three. This will set free one hour a day for Literature and Expression, and reduce the day to six and five hours alternately, instead of six hours every day. Even then it will be more exhausting than your other course.

The hour a day thus gained can be divided into three periods and two each week, say three for English and two for Expression each year or alternate these. The choice of subjects in the two departments can best be made by the teachers. I would only suggest that Rhetoric and Composition should be included and the fundamental elements should be selected.

(Signed)

N. Burwash



# THE MARGARET EATON SCHOOL OF LITERATURE AND EXPRESSION

Staff	Salary for 1917 - 1918	Proposed Salary for 1918 - 1919
Mrs. Nasmith	1600.00 ✓	- 1600.00
Miss Ross	1000.00 ✓	- 1000.00
Miss Hamilton	883.17	- 700.00 [ plus 700.00 from Club
Madame Goudis	355.00 ✓	- 300.00 plus 2/3 receipts from private pupils
Miss McPettridge	478.67 ✓	- 400.00 plus 2/3 receipts from private pupils
Miss McAllister	300.00 -	- _____
Miss Moore	98.00 -	- _____
Dr. Patterson	50.00 -	- _____
Miss Thrall	1100.00 ✓	- 1100.00
Miss Rogers		300.00
Miss Crafter	227.50	- 65.00 per month
Miss Tisdall	85.00	
Miss Breed	33.00	
Miss Huestis (substitute)	10.00	
Mr. Corsan	326.00	- 5.00 per afternoon and 10.00 per evening
Miss Amden	6558	2/3 receipts from private pupils in Swimming
Mr. L.G.Harris		- 5.00 per lecture plus 2/3 receipts from extra classes or private pupils
Miss Strathy		
Social Dancing at Extension		- 3.00 (?) per lesson <sup>2 hours</sup> lesson
Miss Scott Raff		
Registrar at Extension		- 300.00 (?)
Miss MacLennan		
Registrar of Evening Classes at school		- 2.00 (?) per week

Mrs. Nasmith will discuss salaries for this coming year with

Mrs. Eaton and Mr. R.Y.Eaton



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Staff	Salary for 1917 - 1918	Proposed Salary for 1918 - 1919
Mrs. Nasmith	1600.00	1600.00
Miss Ross	1000.00	1000.00
Miss Hamilton	883.17	700.00 plus 700.00 from Club
Madame Goudis	366.00	300.00 plus 2/3 receipts from private pupils
Miss McFetridge	478.67	400.00 plus 2/3 receipts from private pupils
Miss McAllister	300.00	
Miss Moore	98.00	
Dr. Patterson	50.00	
Miss Thrall	1200.00	1100.00
Miss Rogers		300.00
Miss Crafter	227.50	65.00 per month
Miss Tisdall	85.00	
Miss Breed	33.00	
Miss Huestis (substitute)	10.00	
Mr. Corsan	326.00	5.00 per afternoon and 10.00 per evening 2/3 receipts from private pupils in Swimming
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Miss MacLennan		
Registrar of Evening Classes at school		

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High School - ladies  
Department heads 1800 to 2700  
100 per year advance

Assessants 1600 to 2500  
100 yr advance

Public Schools (Browns)  
Principals 1600 2500

Assessants - 1000 1400  
50 per year advance

Men 1100 - 1700  
100 yr advance

2 years experience 1200  
4 years " 1300



As to the best way of making up a teacher's salary, the most equitable would be to establish some kind of partnership between the Teacher and the school in such a way that the Teacher would benefit directly according to the measure of success that the school attains in her work.

The chief objection to this has been that it is impracticable.

One way would be to work on a unit value, set a value for a "pupil-lesson" for each subject; keep records of the number of pupils and number of lessons given by each teacher, and this multiplied by the value set for "pupil-lesson" for that subject would represent that teacher's earnings in total. Of these earnings the school would retain one third and two thirds would be credited to the teacher.

In order to protect the teacher against adverse circumstances beyond her control which would interfere with her success, there should be a certain guaranteed minimum for each teacher according to her subject and her qualifications.

It would be desirable also if some benefit could be derived by the teachers for the number of pupils passing the different examinations, and especially for the number graduating. A certain value could be set for pupil for examination according to subject, and a larger sum for each graduate. The total amount could then be divided in proportion to the different teacher's earnings.

By way of illustrating what is meant by a "pupil-lesson", suppose that a teacher had five different classes for one subject with twelve in each class and giving each class three lessons per week; the total number of "pupil-lessons" would be  $5 \times 12 \times 3 = 180$  "pupil-lessons" for the week. Continued for ten weeks it would be 1800.

1381



Suppose that the next ten weeks would show 1600 and the third ten 1400 the total for 30 weeks would be 4800. If we set 25¢ per lesson as the fee-value, the total earnings would be \$1200.00. One third (\$400.00) would go to the School, and the balance (\$800.00) to the teacher's credit.

Then, if the total amounts paid to teachers would be, say, \$6000.00, and the amount of results fees for examinations would be, say, \$1200.00, the results fees for that teacher would be eight sixtieths of \$1200.00 or \$160.00 in addition to the \$800.00 making a total of \$960.00.

After a year's work if a teacher's share of the earnings should fall below the minimum, it could be determined whether the teacher should be given another chance, or given wider scope or be replaced.

While this plan would not make the best teachers strive any harder than they do now, it would have the effect of increasing the earning of those teachers who have the greatest earning power for the school and would weed out those whose earning power is such that they are parasites.

Oct. 23rd, 1918.



THE MARGARET EATON SCHOOL OF LITERATURE AND EXPRESSION.

NOTICES FOR ANNUAL MEETING OF SHAREHOLDERS.

DECEMBER 29, 1919.

*Advise re  
Postponement*

*on Jan 1st 1920*

*adjourned  
Meeting*

*Mailed 9/1/20*

*Mailed 24/12/19*

*OK.*

Sir John C. Eaton  
Ardwold, Lavepport Rd.

.....

*OK.*

Mrs. Eaton  
182 Lowther Ave.

*Mailed 9/1/20*

*Mailed 24/12/19*

.....

*OK.*

Mrs. J.S. Burnside  
182 Lowther Ave.

*Mailed 9/1/20*

*Mailed 24/12/19*

.....

*OK.*

Mrs. George G. Nasmith  
41 Oricle Rd.

*Mailed 9/1/20*

*Mailed 24/12/19*

.....

*Scott  
11-5382 OK*

Mrs. N. Burwash  
511 Ontario St.

*Mailed 9/1/20*

*Mailed 24/12/19*

.....

*OK*

Mr. R. Y. Eaton

*delivered*

*delivered 24/12/19*

.....

*OK*

Mr. H. McGee

*delivered*

*delivered 24/12/19*

.....

*OK.*

Mr. J.J. Vaughan

*delivered*

*delivered 24/12/19*

.....

*See Registration Receipts attached.*





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